

KEY QUESTIONS FOR STUDENT LEARNING

- Do selections, questions, activities, and suggested products support the SCS philosophies, values, and goals (such as integration of oral language, written language, and other media/technology, writing as a process, grammar in context, literary study through making connections and meaningful conversations)?
- Do questions and activities include all levels of thinking skills, from knowledge to evaluation? Are students supported and encouraged to think critically about selections and products? Does the text include information on using metacognitive strategies?
- Do questions, activities, and suggested products support multiple intelligences, learning styles, and multiple means of assessments, both formal and informal?
- Do teacher sidebars and other materials offer suggestions for varied methods of instruction to accommodate different ways of learning?
- Do questions and activities provide opportunity for guided practice? independent practice? Small and large group interaction?
- Does the text emphasize understanding audience and purpose and appropriate language use in a variety of both formal and informal settings?



ENGLISH LANGUAGE ARTS

STRANDS

Oral Language
Written Language
Other Media/Technology

GOALS

Expressive
Informational
Argumentative
Critical
Literary
Grammar/Language Arts

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ENGLISH LANGUAGE ARTS

SELECTING TEXTBOOKS

READING/LITERATURE (6-12)
ENGLISH LANGUAGE ARTS (6-12)
SPELLING (6-8)



Updated 2005

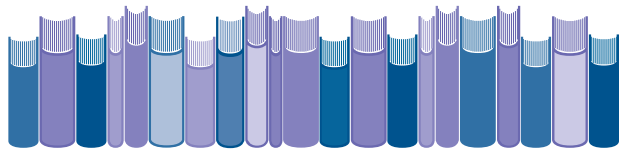


PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education
Department of Public Instruction

SELECTING TEXTBOOKS can be a difficult and overwhelming process. Inundated with choices of texts and supplemental materials, teachers have many factors to consider. This brochure is designed to assist with the process by offering both key questions for discussion and criteria for evaluating textbooks.

Before beginning to review the possibilities, make sure you have become familiar with the new *English Language Arts Standard Course of Study* – both its philosophy and its specific outcomes for students. Discussing the state and local standards along with your school’s expectations can help teachers understand guiding principles behind the use of whichever textbook is selected.

Although literature, language arts and spelling textbooks have separate reviews, please remember the integrated nature of the curriculum. Isolated reading selections, grammar drills, and vocabulary/spelling are not compatible with the new philosophy and standards. All three strands (Oral Language, Written Language, and Other Media/Technology) should be represented in the text materials through selections, activities, products, and suggestions for extensions of student learning. Texts should represent all genres (fiction, nonfiction, poetry, and drama) and environments (expressive, informational, argumentative, and critical). Furthermore, grammar and language usage should have students to study and practice language skills and develop understanding of effective communication for different purposes, to different audiences, and in different contexts. Thus, the criteria for review can apply to materials for all aspects of the curriculum.



REFLECTIONS BEFORE ADOPTING A TEXT

Textbooks are designed as a tool to help teachers implement the *Standard Course of Study (SCS)*. Textbooks do not replace good teaching – they supplement it.

Current state assessments (EOG/EOC) and (writing) match the clarified *Standard Course of Study (SCS)*. You should not select a textbook based on state assessments. Instead, select a text that will best support the implementation of the *SCS* and one that best meets the unique needs of your school’s students.

Make sure your school has a consistent philosophy of instruction and that every teacher who will be using the selected texts, including special education teachers, has a voice in the process.

You will face many choices. Weigh all options and select carefully.



CRITERIA FOR REVIEW

The following criteria have been adapted from the textbook review guidelines by the teacher review committees. All books on the state adoption list should have met these criteria; you may find them helpful while examining additional materials.

SELECTIONS ARE:

- well-written
- culturally diverse (in geographic regions, time periods, gender, and ethnicity)
- appropriately challenging
- interesting to culturally diverse, heterogeneous groups
- balanced and objective in treatment of social issues, religion, ethnicity and gender
- inclusive of a variety of genres (fiction, non-fiction, poetry, and drama)
- inclusive of a variety of literary environments (expressive, informational, argumentative, critical)

STUDENT TEXT CONTAINS:

- comprehensive and easy-to-use glossaries, bibliographies, indices, appendices, and tables of contents
- formatting which assists students in organizing and processing information such as advance organizers, bold-face print, and glossing of pertinent vocabulary
- current, relevant and appealing graphic elements (illustrations, maps, charts, timelines, etc.)

TEACHER’S MATERIALS OFFER RESOURCES SUCH AS:

- Suggestions for evaluation, remediation, acceleration, feedback, and motivation
- Indices for themes, genres, authors, etc.
- Suggestions for use of ancillary materials, professional readings, and lists of additional resources
- Support development of vocabulary and test-taking skills
- Suggestions for extension of learning and integration across the curriculum